

## R H FULMER MIDDLE

1614 Walterboro Street  
West Columbia, SC 29170

**GRADES** 6-8 Middle School

**ENROLLMENT** 648 Students

**PRINCIPAL** Lisa L. Foster

803-822-5660

**SUPERINTENDENT** Barry F. Bolen

803-739-8399

**BOARD CHAIR** Jerry S. Chitty

803-739-4708

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent

Good

Average

Below Average Unsatisfactory

0

15

26

7

0

#### IMPROVEMENT RATING:

#### BELOW AVERAGE

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Below Average	N/A
<b>2002</b>	Good	Below Average	N/A
<b>2003</b>	Good	Below Average	No
<b>2004</b>	Average	Below Average	No

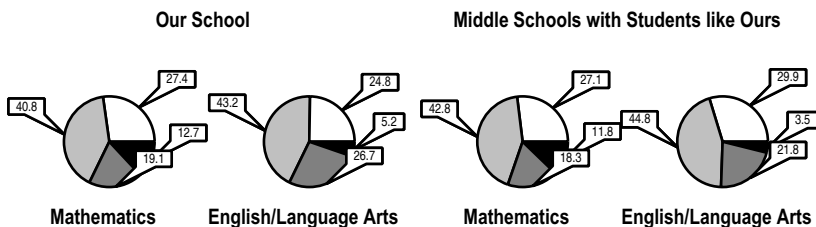
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

94.4%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	636	98.7	23.8	43.4	26.7	6.1	42.9	Yes	Yes
<b>Gender</b>									
Male	335	98.2	28.7	44.7	23.3	3.3	37.0		
Female	301	99.3	18.5	42.0	30.4	9.1	49.3		
<b>Racial/Ethnic Group</b>									
White	451	99.3	20.8	43.8	28.7	6.7	46.7	Yes	Yes
African-American	167	97.6	34.3	43.4	18.9	3.5	29.4	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	91.7	11.1	22.2	66.7	0.0	0.0	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	543	99.1	18.0	45.8	30.2	6.0	47.0		
Disabled	93	96.8	61.8	27.6	3.9	6.6	15.8	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	636	98.7	23.8	43.4	26.7	6.1	42.9		
<b>English Proficiency</b>									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	635	98.7	23.8	43.4	26.7	6.1	42.9		
<b>Socio-Economic Status</b>									
Subsidized meals	286	98.3	33.8	44.2	18.8	3.1	30.0	Yes	Yes
Full-pay meals	350	99.1	15.5	42.7	33.2	8.5	53.5		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	636	98.7	26.4	41.0	19.6	13.0	42.9	Yes	Yes
<b>Gender</b>									
Male	335	98.2	26.7	38.0	21.3	14.0	45.0		
Female	301	99.3	26.1	44.2	17.8	12.0	40.6		
<b>Racial/Ethnic Group</b>									
White	451	99.3	21.1	42.8	20.8	15.3	48.3	Yes	Yes
African American	167	97.6	42.0	36.4	16.8	4.9	26.6	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	91.7	33.3	33.3	11.1	22.2	0.0	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	543	99.1	21.0	43.4	21.2	14.4	47.2		
Disabled	93	96.8	61.8	25.0	9.2	3.9	14.5	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	636	98.7	26.4	41.0	19.6	13.0	42.9		
<b>English Proficiency</b>									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	635	98.7	26.4	41.0	19.6	13.0	42.9		
<b>Socio-Economic Status</b>									
Subsidized meals	286	98.3	35.8	41.9	15.0	7.3	31.2	Yes	Yes
Full-pay meals	350	99.1	18.7	40.2	23.4	17.7	52.5		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	217	98.6	29.9	30.8	29.9	9.5	39.3
	Grade 7	205	99.0	25.5	43.8	29.2	1.6	30.7
	Grade 8	223	98.7	24.4	52.7	21.4	1.5	22.9
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	195	98.0	29.4	33.2	30.5	7.0	37.4
	Grade 7	223	99.1	24.3	49.5	23.8	2.3	26.2
	Grade 8	219	99.1	21.8	49.8	22.3	6.2	28.4

<b>Mathematics</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	217	99.5	21.8	33.7	28.7	15.8	44.6
	Grade 7	205	99.5	30.6	44.0	14.0	11.4	25.4
	Grade 8	223	99.1	19.3	56.9	16.8	6.9	23.8
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	195	98.0	21.9	34.8	26.2	17.1	43.3
	Grade 7	223	99.1	29.0	42.1	15.0	14.0	29.0
	Grade 8	219	99.1	29.4	49.8	14.2	6.6	20.9

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 648)				
Students enrolled in high school credit courses (grades 7 & 8)	27.9%	Up from 15.0%	12.9%	14.6%
Retention rate	0.9%	Down from 2.2%	3.1%	3.0%
Attendance rate	96.0%	Up from 95.4%	95.8%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.4%		5.6%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	5.1%		5.5%	5.3%
Eligible for gifted and talented	22.3%	Up from 22.0%	17.1%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	13.3%	Up from 11.4%	14.6%	13.9%
Older than usual for grade	2.8%	Down from 3.4%	3.9%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.2%	Up from 0.9%	0.8%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 45)				
Teachers with advanced degrees	71.1%	Up from 68.1%	48.2%	48.7%
Continuing contract teachers	88.9%	Up from 87.2%	87.0%	81.7%
Highly qualified teachers**	86.7%	N/A	91.3%	90.4%
Teachers with emergency or provisional certificates	4.8%		4.0%	5.3%
Teachers returning from previous year	91.2%	Up from 89.8%	87.7%	85.1%
Teacher attendance rate	96.4%	Up from 95.5%	94.9%	94.8%
Average teacher salary	\$43,134	Up 3.1%	\$40,662	\$40,566
Prof. development days/teacher	16.1 days	Up from 9.4 days	10.7 days	11.0 days

School				
Principal's years at school	5.0	Up from 3.0	4.0	3.3
Student-teacher ratio in core subjects	22.3 to 1	Up from 19.3 to 1	22.3 to 1	21.3 to 1
Prime instructional time	91.2%	Up from 90.3%	89.4%	89.3%
Dollars spent per pupil*	\$5,656	Down 2.3%	\$5,628	\$5,821
Percent of expenditures for teacher salaries*	69.5%	Up from 68.2%	62.0%	61.8%
Opportunities in the arts	Good	Down from Excellent	Good	Good
Parents attending conferences	94.6%	Up from 87.9%	94.6%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	89.8%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Fulmer Middle School continues to follow our SACS School Improvement Plan to address needed improvements for our students. Based on our action plan's three key objectives, character education teaching and service opportunities, a focus on using student data to positively impact teaching styles, classroom strategies and environment, and improved student achievement, our school continues to seek innovative and diverse ways to implement this plan. Focusing on these initiatives guided our faculty to adopt well-known researcher Mike Schmoker's philosophy of allowing data to drive academic decisions and classroom instruction. Our staff completed an in depth book study of Schmoker's RESULTS -The Fieldbook: Practical Strategies from Dramatically Improved Schools. Using student data collected from a variety of sources, areas needing improvement were more clearly identified. Our staff then set goals to address the targeted deficiencies. Following this initiative for an entire school year brought a deeper understanding of our students, the way they learn, and how we teach them.

Evidence of our academic growth as a school was exemplified by our 100% success rate on the Algebra I end-of-course test. Due to this outstanding achievement, we are anxiously awaiting our English I end-of-course results. Fulmer students brought pride to our school by winning the District Lt. Governor's Essay Contest and by placing 2nd in both the female and male categories at the Optimist Speech Contest. Forty-six of our 8th grade students passed the High School Keyboarding Proficiency Test. Fulmer continues to climb up the academic placement ladder with our Math Counts, Science Olympiad, and Technology Student Association programs. Once again our band, chorus and strings programs all earned "Superior" ratings at both regional and state competitions. An expansion of course offerings for first year musicians in the 7th and 8th grades allowed the inclusion of more students into the arts programs. The existence of our Honors Art courses continues to produce student products far above the average middle school level. Students at Fulmer were once again offered a rewarding exploratory experience with the introduction of Spanish, piano keyboarding, and student mentoring with other students in our special education program. Rounding out the middle school experience, palm pilots funded by a grant allowed our students to use technology to maintain a personal fitness log in their quest for a Presidential Fitness Award. Our schools focus on fitness enabled 29 of our students to compete in Airport High School's wrestling program, as well as, representation on the golf, tennis, softball, basketball, baseball and girl's soccer teams.

In order to offer a middle school experience such as this one, a school must continue to hire and retain highly qualified and diversely talented people. Our staff continues to grow professionally by applying for National Board Certification, pursuing advanced degrees and certification, and obtaining Highly Qualified status required by the No Child Left Behind Act. Fulmer Middle School continues to work with its ever-changing population to meet the needs of our students, parents, and community. We believe in the words of our school motto - T.E.A.M. Fulmer - "Together Everyone Achieves More."

Lisa L. Foster, Principal

Gene Henderson, President, School Improvement Council

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
<b>Number of surveys returned</b>	45	178	37
<b>Percent satisfied with learning environment</b>	93.2%	65.3%	89.2%
<b>Percent satisfied with social and physical environment</b>	97.7%	74.3%	73.0%
<b>Percent satisfied with home-school relations</b>	68.2%	78.7%	73.0%

\*Only students at the highest middle school grade level at this school and their parents were included.